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MEDIA AND THE CULTURALLY DISADVANTAGED.

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INSTRUCTIONAL MATERIALS, METHODS, AND CONTENT MUST BE RELEVANT TO THE NEEDS OF THE INDIVIDUAL LEARNER. THE VERBALLY HANDICAPPED STUDENT PARTICULARLY MAY BENEFIT FROM AUDIOVISUAL TECHNIQUES AND MATERIALS WHICH INVOLVE HIM IN CONCRETE, DIRECT LEARNING EXPERIENCES. UNFORTUNATELY, HOWEVER, EDUCATORS ARE NOT SUFFICIENTLY AWARE OF WHAT MATERIALS ARE AVAILABLE, HOW TO EVALUATE THEIR INTRINSIC WORTH. TO ELIMINATE THIS IGNORANCE AND TO IMPROVE THE INSTRUCTION OF DISADVANTAGED CHILDREN, THE ELEMENTARY SCHOOL TEACHING PROJECT EXAMINED SPECIFIC SCHOOL PROGRAMS AND ARRIVED AT A FUNCTIONAL "MODEL FOR DEVELOPING RELEVANT CONTENT FOR DISADVANTAGED CHILDREN." PROJECT AWARE, WHICH STUDIED AND ASSESSED PROGRAMS TO PREPARE SCHOOL PERSONNEL FOR WORKING WITH THE DISADVANTAGED, DEVELOPED SPECIFIC GUIDELINES FOR SUCH PROGRAMS, INCLUDING THE SUGGESTION THAT PARTICIPANTS BE SELECTED WHO HAVE POTENTIAL AS CHANGE AGENTS WITHIN THEIR OWN SCHOOLS. AMONG THE SUGGESTIONS OFFERED BY THE EDUCATIONAL MEDIA COUNCIL FOR THE DESIGN AND SELECTION OF INSTRUCTIONAL MATERIALS WAS THE RECOMMENDATION THAT CONTENT BE REALISTIC AND IDENTIFIABLE TO STUDENTS. THE USE OF FILMS, AS DEMONSTRATED IN A WASHINGTON, D.C. SCHOOL PROJECT, IS A PARTICULARLY EFFECTIVE INSTRUCTIONAL MEDIUM. FILMSTRIPS AND SLIDES, TAPES, "TALKING-TYPEWRITERS," AND EDUCATIONAL TELEVISION ARE ALSO VALUABLE TOOLS FOR TEACHING THE DISADVANTAGED. BUT WHILE PROGRAMED INSTRUCTION MAY BE USEFUL, IN A READING IMPROVEMENT PROJECT IT WAS FOUND THAT THE CHILDREN LACKED THE VOCABULARY AND GENERAL SKILLS TO MAKE OPTIMAL USE OF THE PROGRAMED TEXTS. THIS ARTICLE IS APPENDIX E TO THE EDUCATIONAL MEDIA COUNCIL STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES..., PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED, FINAL REPORT. (LB)

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APPENDIX E

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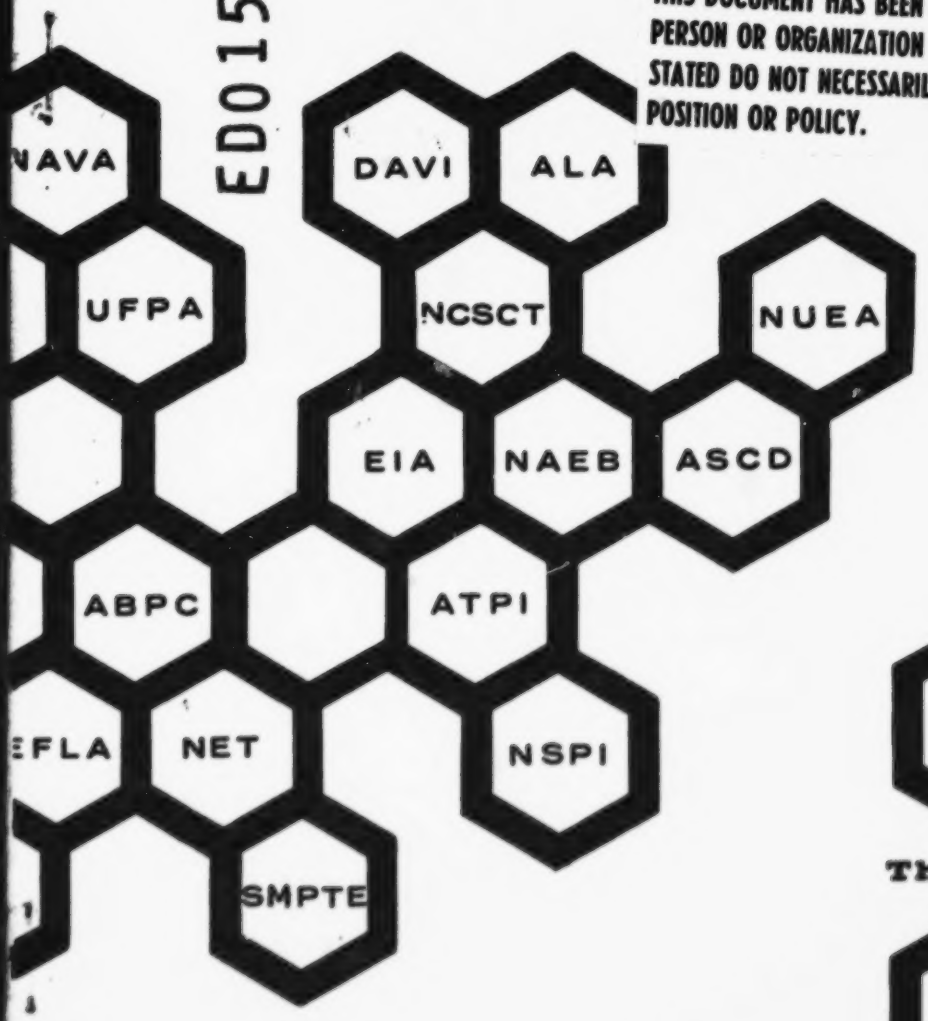

The Educational Media Council

FINAL REPORT

Project No. OE 5-160032
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A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES TO ASSIST IN CERTAIN EDUCATION PROGRAMS OF NATIONAL CONCERN

PART I: EDUCATION OF THE CULTURALLY DISADVANTAGED

May, 1967

U.S. DEPARTMENT OF
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Bureau of Research

UD 004 195

MEDIA AND THE CULTURALLY DISADVANTAGED

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and
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Presently 35 million Americans exist on incomes rated as insufficient for daily needs. This figure is significant; it represents living people, people who must be helped. Of these 35 million, nearly one-fourth are children, who are least able to help themselves. These are the "disadvantaged, " the "deprived, " the "underprivileged" of current literature.

Though they are combined statistically, it is a dangerous mistake to regard these children as a homogeneous group, when in reality they represent different backgrounds, cultures and experiences. Further, within each of these sub-groups, the individual differences may outweigh intergroup differences, so a "different from me" attitude as opposed to a "different from us" attitude is a must, particularly in the planning of educational programs.

Many are concerned by the seriousness and immediacy of the problem, David P. Ausubel writing in Audiovisual Instruction, discusses the partial irreversibility of this educational deficit:

> The child who has an existing deficit in growth incurred from past deprivation is less able to profit developmentally from new and more advanced levels of environmental stimulation. Thus, irrespective of the adequacy of all other factors, both internal and external--his deficit tends to increase cumulatively and to lead to permanent retardation. [1]

Ausubel's study as well as others which investigate rate of intellectual development indicate the value of reaching "deprived" children as early as possible. Loretan and Umans make an interesting point:

> If 80% of one's intellectual development takes place before the age of eight, how much can be accomplished by remediation or unlearning and relearning, after that age? The country is spending millions of dollars on dropouts and "last-chance" programs; however, what little evaluation we have done on these programs tells us that few are "saved, " and even these who do stay in school have marginal existences there--the slightest upset drives them out of school. [2]

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1. David P. Ausubel. "The Effects of Cultural Deprivation on Learning Patterns, " Audiovisual Instruction. Volume 10. January 1965. p. 11.
2. Joseph O. Loretan and Shelley Umans. Teaching the Disadvantaged: New Curriculum Approaches. New York: Teachers College Press, Teachers College, Columbia University, 1966. p. 19.

Within the past few years, with the availability of Federal funds, the number of programs designed and established to improve the education of these children from "disadvantaged" backgrounds has mushroomed dramatically Various approaches, patterns of organization, materials of instruction, types of training programs and utilization of personnel are espoused While it is evident that no single approach to the education of so many diverse groups can be fully effective, certain methods of enhancing the quality of any program for these children appear to offer promise and warrant consideration.

This, then, is our concern: the quality of education for these and all children, and its improvement. The nature of the Educational Media Council is such that our area of specific competence and responsibility lies in the field of materials (books, films, television, recordings, tapes, programs, etc.), thus we have addressed ourselves in this paper to that part of the educational enterprise: how materials can best support a program of effective instruction designed to raise the quality of education for children of preschool and elementary age.

Why do we feel that a variety of materials can contribute significantly to any program?

One of the difficulties faced by the "culturally different" child is that while he has had varied and diverse experiences outside of school, few of these activities have relevance to understanding and participation in school activities. In his testimony to the Subcommittee on Education, Dr. Robert H. Burgert, Director of Instructional Aids, San Diego City Schools, told of a school located six blocks from the sea in which less than half of the children had ever seen the ocean. He stated:

> Obviously, before songs, stories, or books about the sea, ocean travel, international trade can be meaningful to these children they must extend through the modern miracle of the color-sound film, the television receiver, excursions and other audiovisual materials and techniques understanding of the sea and its hidden as well as apparent facets.[3]

In discussing social sciences Loretan and Umans state:

> The disadvantaged youngster, verbally handicapped, may find pictures just as expressive and just as informative as written textbooks. Students and teachers too often dismiss pictures as a basis for learning, equating them with recreation instead of accepting picture study as a skill. . .

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3. Robert Burgert. Statement in Hearings before the Subcommittee on Education Elementary and Secondary Education Act of 1965. Washington U. S. Government Printing Office, 1965. p. 1569.

> Visual aids, in the form of silent or sound films, television, photographs, slides, charts, paintings, or film loops can become the intermediate step between concrete objects and the more abstract way of learning, the written word . . . Certainly the ability of visual presentations to persuade, to explain, and to set an emotional tone is well-known to political leaders and advertising. [4]

Writing of the "deprived" child's lack of readiness for school learning Ausubel continues:

> In the presentation of abstract ideas and relational propositions, it is important for instructional materials and audiovisual aids to provide more concrete-imperical props and opportunities for direct plays and manipulation of objects and situations than would be considered desirable in a more typical classroom. [5]

Still another consideration lies in the methodology or instructional approach used in the typical classroom. Edgar Dale's "Cone of Experience," a graphic interpretation of the interrelationships of the various types of materials and their "positions" in the learning process with regard to relative directness or abstractness of the experience serves as a useful model in planning instructional programs. (See Illustration) However, a caution, the "bands" or levels are not considered as inflexible divisions, or the cone a model for teaching sequence. Rather, it should be understood that no one type of experience or "band" satisfies all students but that a balanced variety must be utilized for greater individualization of approach to learning style. [6]

Fantini and Weinstein, recognizing that the majority of school curriculums utilize primarily the method at the apex of the cone--teacher talk and books--those which are further away from direct experience--pointed out that with disadvantaged children this method meets with little success:

> A curriculum for the disadvantaged must start as closely as possible to their direct experience for without such an approach, where will the abstract originate? By very definition, to abstract something means to pull out of something concrete... to represent something that is real. The basis for abstraction is in the concrete direct reality of the individual if it is to have any meaning for him. [7]

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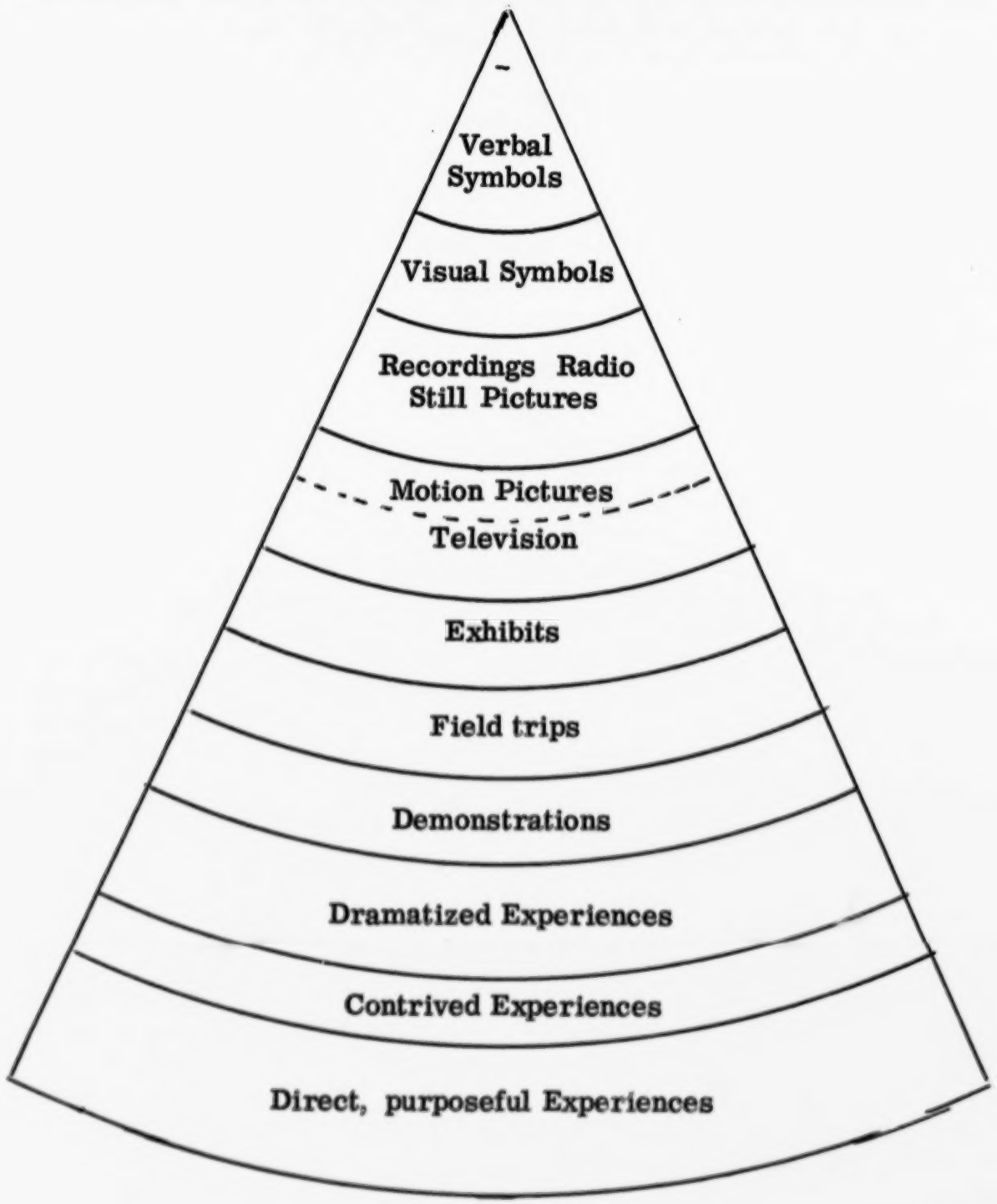
4. Joseph O. Loretan and Shelly Umans. Ibid. p. 91-92.
5. David P. Ausubel. Ibid. p 12.
6. Edgar Dale. Audiovisual Methods in Teaching. (Revised Edition). New York: Dryden Press, 1957. p. 43.
7. Mario Fantini and Gerald Weinstein. Exerpt from Education and The Disadvantaged. To be published by Harper and Row.

Edgar Dale's "Cone of Experiences"



Ironically, books and printed materials are usually readily accepted as learning tools, but other media are often considered sources of entertainment or mechanical gimmicks. As one Head Start director commented:

> I do believe we can get so involved in believing that a piece of equipment will cure all ills, completely forgetting that one piece will not do for all parts of the country or all children (a failing of much available material) and especially forgetting the teacher herself and that how she uses this is more important than the material itself.

What problems with materials and program planning seem to be apparent?

That materials of themselves are of little value is indisputable. It is selection and utilization which determines their effectiveness. Therefore, in the Educational Media Council's study of effective use of materials in instructional programs, efforts have been directed toward increasing teacher and parent familiarization with a variety of materials and their utilization.

Background research for the study conducted through surveys, interviews, and observation, revealed certain areas of weakness:

1. There was generally insufficient knowledge of what was available.
2. There was no standard of evaluation to determine how or what materials could be utilized most effectively.
3. There was little formal training in preparation or development of materials.
4. There was little opportunity for parental instruction in the use of currently available materials.
5. There was insufficient knowledge about means of obtaining Federal or local funds for materials (or for entire programs).

Superficially, the major problem seemed to be one of lack of awareness of available materials, the solution to which might be some form of bibliographic control of such information. However such a directory, although useful, is not enough: even if the teacher knows what is available, she still must determine what will best serve her particular purpose. Even more evident is the need for a basis of evaluation, for guidelines, for criteria which can be helpful in selecting appropriate materials and in developing new ones.

At a conference of Directors of National Defense Education Act Institutes for Teachers of Disadvantaged Youth, held at the University of

Wisconsin, Milwaukee, in July 1965, several directors recognized this need. Elizabeth Brady, Director of the NDEA Institute at San Fernando Valley State College stated:

> There is a hazard in observation if participants become too preoccupied with 'how to' instead of 'what for' and 'why'.... without the underlying rationale any procedure becomes only a gimmick.

A similar statement was made by Jess Beard, Washburn University:

> Let's give her (the teacher) a theoretical framework so she can put these practical things she has been doing into context.

And according to Thomas Horn, University of Texas:

> Teachers still need to know 'how to' but unless they have a rationale on which to hang their 'how to's' they become frustrated, and go off in all directions. We took our participants through the process of model building. They found this extremely difficult, but said that for the first time, they were getting our answer for all our operations. I think it is essential that we have, in addition to the 'how to,' the rationale for it. [8]

One of the outcomes of the Elementary School Teaching Project, a project sponsored by the Fund for the Advancement of Education, was the development of "A Model for Developing Relevant Content for Disadvantaged Children" by Mario Fantini and Gerald Weinstein (see Appendix, pages E-25 - E-27). This functional model was designed to be used:

a) as an organizer; to help sort out those components that could provide effective guidelines for a school's instructional program.

b) as an aid to establishing criteria for relevance; to help explore the dimensions of relevance for the learner, its three main ingredients being

   1. when the teaching procedures matched the learning style of the youngster;

   2. when the content vehicles were related to or were coincident with the learners' reality or learners' content;

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8. Report of Conference of Directors of NDEA Institution for Teaching of Disadvantaged Youth. University of Wisconsin, National Association of Education of Young Children. July 1965. p. 44, 65, 69.

3. when the content vehicles and teaching procedures dealt in some way with the affective concerns of the learner.

c) as a generator of new practices; to help the teacher relate a given practice to the totality of the components identified and thereby initiate further developments, or extensions or newly conceived procedures. [9]

The goal of the Elementary School Teaching Project was to help the teacher and thereby improve the instruction of disadvantaged children. Examination of actual school programs where these children were enrolled was the approach of the Project staff.

Another endeavor with the same ultimate goal, Project Aware, was a study of the preparation of school personnel for working with disadvantaged children and youth. Financed by the Office of Economic Opportunity, with the cooperation of staff of the U. S. Office of Education, the Study was conducted on a nation-wide basis during the summer of 1965 by Bank Street College of Education. Four populations were studied:

1) Programs in Colleges of Teacher Education and in Departments of Education in Institutions of Higher Learning,

2) Inservice Programs in Selected School Systems,

3) Summer Institutes for Teachers of Disadvantaged Youth, financed under Title XI of the National Defense Education Act, and

4) Teacher Education Programs financed under the Economic Opportunity Act.

The purposes and resultant findings of the study, as reported in the Project Aware final report, Teacher Education in A Social Context, are summarized below.

Purpose I: To describe selected programs designed to improve the knowledge, skills and attitudes of school personnel for working with advantaged children and youth;

Findings: The major strengths of the OEO Teacher Education Programs were their high degree of innovation (as evidenced by experimentation in the

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9. Mario Fantini and Gerald Weinstein. "A Model for Developing Relevant Content for Disadvantaged Children." Presented at the 5th Annual Work Conference on Curriculum and Teaching in Depressed Areas, Teachers College, Columbia University, Thursday, June 23, 1966.

preparation of teacher-aides); flexibility (multi-level composition of enrollee group allowing groups to range from administrators to teacher-aides), and responsiveness to the needs of both the participants and the community.

The principal weakness, apparently related to the required haste in planning, was in the management details.

The major strength of the NDEA Institutes for Teachers of Disadvantaged Youth lay in their sharp focus and sense of direction. In some instances this very sharpness tended to restrict flexibility.

Purpose II: To identify unique and significant elements of such programs.

Findings: Although directors intended to devote equal attention to developing new insights and new teaching behavior, participants, in speaking about their personal and professional gains from these programs, spoke twice as frequently about new understandings gained than about strategies and methods for applying these understandings. Participants' suggestions for change also requested emphasis be placed on strategies and techniques or on more experiential learnings to develop their own strategies.

This was not a request for a shift of emphasis from understandings to techniques but rather for a balanced approach, building upon what had been accomplished and then taking the next step... Understandings without specific help in translating them into teaching behavior were seen as vague and somewhat amorphous.

Significantly the participants reported a more balanced outcome as between understandings and techniques in those institutes where a practicum was included than in the institutes which lacked a practicum.

Purpose III: To develop basic concepts and guidelines for emerging programs of this type.

Findings: Chapter Seven consists of recommendations for improving programs. These include Aware Teams' recommendations and proposed steps for implementation to those who are planning institute-type programs based on foundation or government support.

Examples:

That the goals of such programs be expressed in clear, realistic, behavioral terms, not in global abstractions,

That one criterion for selection of participants should be their potential effectiveness as agents for change within their own schools upon their return

That evaluation be included as an integral part of every program

That more emphasis be placed on parental participation in the programs and continuing relationships of parents and enrollees in the homes

That facilities and equipment be planned for optimum use[10]

Other significant recommendations are in relation to content, and instructional process of specific programs.

Studies such as Project Aware and the Elementary School Teaching Project are finding ways to improve preservice and in-service training for teachers in order to help them in their task of educating disadvantaged children. The selection and utilization of materials are necessarily dependent upon the findings of such studies since materials are useful only in terms of their relevance to the entire curriculum and its goals.

What guidelines or suggestions can the Educational Media Council offer?

Individuals working with deprived children in the school or community setting need immediate assistance, however. Constantly the question comes, "What can we do right now?" Precise solutions are difficult to find and if available often do not suit the situation described. Currently there are certain characteristics of materials for use with disadvantaged children which merit study. These characteristics are helpful as partial guidelines in selection and utilization of available materials or in the immediate development of new materials and are presented to help alleviate this dilemma:

1. Materials should reflect more than just one culture or race.

   CAUTION: Watch out for sterotypes, such as the Chinese laundryman, and beware of mere superficial changes in skin color, names, or settings: environmental changes alone do not reflect other cultures.

2. Content should be realistic and identifiable to disadvantaged children.

   CAUTION: Content should not be limited to the familiar, however, nor should it be morbid in attempting to picture the child's reality.

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10. Gordon J. Klopf and Garda W. Bowman. Teacher Education in a Social Context, a study of the Preparation of School Personnel Working with Disadvantaged Children and Youth, New York: Bank Street College of Education, January 1966. p. 293-302.

3. Content should deal with the emotional reality of the child as well as with his physical reality.

   CAUTION: This should go beyond what interests the child to what concerns him, such as the much discussed concern of self-identity or self-image. Situation, episodes, thoughts expressed must be as identifiable as the physical setting.

4. Materials should require greater participation by pupils and should elicit more responses.

   CAUTION: The responses and participation should accomplish some worthwhile objective, and not merely serve to entertain and amuse.

5. More materials could be developed with the help of the disadvantaged rather than by someone else for them.

   CAUTION: Adults who have lived an underprivileged life and have moved into the middle-class may tend to create materials which avoid any reflection of this type of life and which therefore become mirrors of "middle-class" culture.

6. Materials which are problem-centered are desirable.

   CAUTION: These materials must not be too difficult, so that they are beyond the grasp of these children. They could easily be constructed with build-in successes to encourage, such as in the English 8 Program developed in Detroit.

No one of these characteristics should be regarded as a solution to the problem of selecting or designing materials appropriate for educating the disadvantaged more effectively. In a study of textbooks and curriculum materials recently conducted at the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University, researchers concluded that children form attitudes about racial differences despite what is taught in the classroom, thus implying that integrated textbooks which have been in use in the past few years are not the whole answer to the multi-racial educational situation.[11]

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11. John S. Gibson and William C. Kvaraceus. The Development of Instructional Materials Pertaining to Race and Culture in American Life. Tufts University, Lincoln Filene Center, 1966. (CRP-H-199)

Moreover, the presence of all those characteristics in a specific material does not in itself guarantee that the material will accomplish the desired objective of educating the disadvantaged child. In addition, each material must be evaluated on the basis of its relevance to the curriculum, its appropriateness for the intended audience, and its contribution to the specific objectives or outcomes being sought. For this reason, a model such as that of Fantini and Weinstein helps delineate a curriculum in terms of what a teacher is trying to do, so that the teacher can more easily select materials and methods which will aid him in this task.

What other recommendations provide guidance in use of specific material? There are other recommendations which should be considered in the selection, use, and development of specific types of material. The following discussion will attempt to point out some of these.

Books and other Printed Material

Books should be selected which deal with real people and real situations; however, Loretan[12] warns against choosing only material which mirrors the everyday life of the underprivileged child thus possibly confining or limiting his interest.

> It is on the contrary, of great importance that these children--in view of the bleakness of their lives--hear stories that are completely in contrast to the real, stories that stir their imagination, stories that are sheer fantasy. There is always the man who grew ten feet tall, the princess who let her hair down... Stories such as these free children from 'racial thinking' and might open doors to divergent or creative thinking.

Care should be used in selecting reading material which is appropriate to the age level of the children, even though they may be slow learners. In Greene's The Schoolchildren[13] there is an excerpt from a session in a real classroom in Harlem, in one of the schools which is receiving special additional funds. The class is made up of eleven-year-olds; the text for the reading lesson is the "Puppy and the Rabbit."

> Teacher: "Let's open to the picture of the train getting itself ready to leave its home, the station. It's taking Ted and Sally and Tuffy to the country! It's a happy train. How can we tell? ...Well, just look at the big smile on its engine!

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12. Joseph O. Loretan and Shelley Umans, Ibid, p. 14.
13. Mary Frances Greene and Ortietta Ryan. The Schoolchildren. New York: Pantheon Books, 1965. p. 31.

It is hardly surprising that there is resistance to learning to read when a primary reader such as this is being used (and has been used with these same children since the first grade).

The adults portrayed should be those familar to the child, such as the corner grocer, the day laborer, or the social worker. However, the stereotype of the friendly policeman is not necessarily one of these. Dr. Keith Osborn, former consultant for Head Start from the Merrill Palmer Institute, told of a child in a friend's fourth grade class who began a paper on "My Friend, the Policeman" thus: "The Policeman is a dirty fink, he has my old man in jail."[14]

Films

Films which are produced with convenient stopping points are especially useful. Many films are too long in their entirety for the children's attention span, and contain too many concepts. If shorter segments could be discussed separately, concepts could be grasped more easily with less confusion or interference from later concepts in the film.

Availability of films is a problem which merits attention. Asked for personal reactions to the use of film, the majority of teachers and Head Start directors questioned noted that films often have to be ordered a year in advance, with little opportunity for previewing, thus severely limiting flexibility in their use. Administrative details and procedures need clarification and study; in addition, the cost of equipment and of film rental is still considered prohibitive, although federal funds were mentioned as helping somewhat.

That film use can be effective and imaginative when these problems have been eliminated, or at least lessened, is being illustrated by an experimental program known as Project Discovery, sponsored and financed jointly by Encyclopedia Britannica Films, Inc. and Bell and Howell. Project Discovery involves the equipping of four schools of varying socio-economic status with a library of over 500 films and 1,000 filmstrips and equipment for viewing in every classroom.

Scott Montgomery School in Washington, D. C., represents an inner-city disadvantaged school in the experiment. Scott Montgomery's Principal, Mr. Nathaniel Dixon, gave this description of his school:

> The children attending the school come from overcrowded homes, 40-60 percent of which have only one parent--usually the mother.

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14. Dr. Keith Osborn. "Implications from Project Head Start." A paper presented at a conference on "Children and Books in a Changing World," Tarrytown, New York, May 19-20, 1966.

The average educational attainment of the parents is Grade 7. There is a yearly turnover of 40 percent in the student body.[15]

Mrs. Roberta Henley, teacher of junior primary (a special class between kindergarten and first grade) cited the greatest problem in working with these children as "lack of communication." She outlined several barriers:

1) daydreaming (serious basic daydreams such as "Will I have lunch at home?" or "Will the house be cold?")

2) disinterest (because parents show little interest in their work)

3) words themselves

4) physical discomfort of room (overcrowded, with no space to call one's own.)

How has Project Discovery helped? Mrs. Henley has observed the following results:

a new interest has been created,
the children enjoy school more,
they have increased curiosity,
they learn to sit still,
they learn skills faster--they are beginning readiness books in January as opposed to April last year.[16]

Mrs. Bernice Smith, a third grade teacher, reported:

1) films help orient the children

2) films give children experiences so that they can discuss experiences which it may be impossible for them to have first hand (until a child is familiar with an object such as an elevator, there is nothing which he can say about it)

3) films and filmstrips motivate the children to do independent work (they find further information in encyclopedias, read and purchase books and even records which relate to what they have learned from films.)[17]

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15. Nathaniel Dixon. Report to Educational Media Council, Washington, D. C., January 12, 1966.
16. Mrs. Roberta Henley. Report to Educational Media Council, Washington, D. C., January 12, 1966.
17. Mrs. Bernice Smith. Report to Educational Media Council, Washington, D. C., January 12, 1966.

It was emphasized repeatedly that films and other media are tools just as books are. It is the availability of the materials which is the key to the success of Project Discovery. As Mr. Dixon stated, "The secret is what you want when you want it."[18]

Innovations such as 8mm sound films in cartridges which merely have to be inserted into a portable rear projection unit allow children to view films independently. Bank Street College of Education is preparing a series of these for use in inner city schools. Representative content will be the live filming of celebrities such as Harry Belafonte reading storybooks. As the story is read, the pages of the book are shown, so a child can easily follow along in his own book. These films are also proving useful for parental instruction in the art of reading aloud to children.

Filmstrips and Slides

Low cost and versatility are the two assets of these types of materials. Any teacher is capable of producing a useful material and local production offers many possibilities because of the desirability of familiar scenes and locale, with which the children can easily identify.

Imaginative use of both is being demonstrated throughout the country. Centennial School District in Johnsville, Pennsylvania, produces its own color slide sets and uses them extensively. A typical set of 15-20 might include slides of a doll, a comic strip character, a store window, a zoo animal, a painting, a pet, a street corner, a bull dozer, and a fireplug. These can serve not only to identify objects by name and to stimulate conversations, but also to help the children learn concepts. For instance, slides are also included which challenge the children's ability to distinguish field from ground, to recognize weather conditions, and other similar concepts.

In Pueblo, Colorado, a teacher reported that slides and a synchronized tape are used for orientation with the children. The slides are designed to present a brief history of the school, the key personnel, a positive approach toward necessary rules, and an attempt to raise the self-image of those who need it by having them demonstrate the "right way to do things."

"Film trips" are San Diego's answer to problems resulting from a budget insufficient for field trips throughout the community. These are filmstrips about aspects of the community such as the airport, harbor, telephone company, art gallery, theaters, museums, transportation and orchards.

Tapes

Nonverbal children have exhibited a surprising amount of verbal response to taped questions in contrast to their usual hesitancy in speaking

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18. Nathaniel Dixon. Ibid.

in the presence of a teacher or adult. The tape recorder also permits a story or lesson to be repeated several times so children can hear it as often as desired without constant supervision. Gotkin and Fondiller cite these two attributes of tape recorders, as they consider use of recorders a valuable tool to supplement the teacher's direct work with the individual child at a nursery enrichment program at the Institute of Developmental Studies, New York Medical College.[19]

In response to a letter concerning the use of media in her classroom Mrs. Elizabeth M. Ongley, a teacher in Second School District, Meadville Area School District, Meadville, Pa., sent scripts and accompanying home-made booklets for tape recordings she has written and made for use with kindergarten children. In one, "The Color Game" the children are instructed to insert colored discs into designated pockets of the construction paper booklet and verbally answer the questions, according to the taped instructions. The script is recorded three times on a 600 ft. tape with a good lead between recordings, allowing the children to operate the machine. Such sets are easy to produce and can be designed to elicit responses both physical and verbal from the children and thereby hold their attention.

Programed Instruction

The findings of the Reading Improvement Project of the Center for Programed Instruction have some implications for the use of programed texts or machines with disadvantaged children. During Lassar Gotkin's two years with the project, programed instructional lessons directed at teaching a number of skills designed to upgrade the reading ability and subject matter vocabulary of seventh and eighth graders who read at the fourth grade level were written, tested, and found to be largely unsatisfactory in achieving this goal. Failure was partly due to these two factors:

1. The children had only limited competence in the very skills required in reading from programed textbooks. Errors were made in comparing their answers with those provided in the books, and errors made once were repeated throughout the lesson and in post tests. A control which would prevent the child from proceeding until he had "corrected his errors" would seem to be needed.

2. The vocabulary and reading comprehension of the subjects limited the vocabulary and concepts of the written textbook even though the students could understand more sophisticated concepts when expressed verbally.

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19. Lassar G. Gotkin and Fay Fondiller. "Listening Centers in the Kindergarten," Volume 10, Audiovisual Instruction, January 1965. p. 24-25.

Since then Gotkin has been working with machines for research and instructional purposes with five-year-olds from disadvantaged backgrounds. The machine being used is the Edison Responsive Environment instrument (ERE), commonly known as the talking typewriter. It consists of a typewriter keyboard, a letter pointer, a slide projector, a keyboard voice, and a sentence voice, all of which can be used separately or combined in various ways. The keyboard "locks" when a particular letter in a lesson is to be typed, so that only the correct key can be depressed, and the child knows immediately whether or not he has found the desired letter.

The results of such research should benefit teachers. The aims are to reveal reliable techniques and procedures for visual and auditory skill instruction which can be adapted by the teacher; to yield recommendations for the improved design of classroom materials; to define the proper role of devices such as the ERE in beginning reading instruction; and if the latter can be done, to recommend modifications of such devices to better serve the needs of classroom teachers.[20]

Television

Little or no use is being made of commercial television in the education of culturally disadvantaged children even though statistics show that 94% of all homes have at least one set. Here, obviously, is a potential channel to poverty stricken homes, a channel which is not being effectively utilized. Television's influence on language habits, vocabulary, consumer patterns, cultural values and behavior patterns should not be underestimated. That television communicates effectively is evident in the success of many commercial products: witness the Batman fads, the cereal and "cosmetic" products purchased, the expression such as "would you believe?"

However, commercial television currently requires too little of receivers, merely a passive reaction to the program being received. It is like looking at life through a window, when what is needed is some kind of involvement if learning is to take place.

Miami, Florida's "Time for School" ETV telecasts have shown promise in the education of deprived children and have made an impact on parents as well. Better home and school relationships are represented.[21]

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20. Lassar G. Gotkin. "The Machine and the Child," AV Communication Review, Volume 14, Summer 1966. p. 221-241.

21. Joe L. Frost and Glenn B. Hawke, (eds.). "Preschool Programs for the Deprived Child," in The Disadvantaged Child: Issues and Innovations. Boston: Houghton Mifflin Company. 1966. p. 195.

Other communities, through a combination of educational and commercial television stations are attempting to reach preschool children in their homes. Beck[22] in a rather extensive discussion in Audiovisual Instruction describes the efforts of Albuquerque, Denver, Memphis, Miami, Milwaukee, Pittsburgh and others. Target audience for the WETA-TV series in Washington, D. C. is the disadvantaged child.

The WETA series is directed toward two specific educational objectives:

1) to introduce into the daily school schedule a variety of experiences and activities which are highly desirable but need not be presented by the teachers in their classroom with the traditional store of teaching resources

2) to enrich and extend through audiovisual techniques, the daily activities in which the students regularly participate.

These and other community efforts hold promise of changing the life pattern of many disadvantaged children. Hopefully, too, such contacts through the medium of television will stimulate parents in depressed areas to seek educational opportunities for their children.

What, then, are the "next steps" for the Educational Media Council?

It seems to us then, as a committee of the Educational Media Council concerned with media and the culturally disadvantaged that several possibilities are open to action:

1. Beginnings might be made of a comprehensive directory of available media sources

2. The council might develop and made available to teachers guidelines for selection and effective use of materials for use with the disadvantaged

3. Encouragement to schools for the development of demonstration centers for preparation, selection, and evaluation of materials may be a possibility

4. Regional centers for the efficient distribution of films and similar materials could be explored (see letter to Frank Anderson of Encyclopedia Britannica, page E-19, also investigate Nashville's newly funded Mid-Tenn Project).

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22. Lester F. Beck. "ETV for Pre-Schoolers," Audiovisual Instruction. Volume II. Washington, D. C.: National Education Association, September 1966. p. 528-533.

5. Efforts should be directed toward greater parent and community involvement in the utilization of readily available media--could several "pilot" ventures in cooperation with commercial television outlets be considered?

6. Preservice training for teachers at the elementary level in the use of a wide range of material should be required as part of state certification of teachers.

7. In-service training at the local level should be encouraged and guidelines prepared to help administrators develop a continuous program for this. Occasional institutes, benefiting a few teachers are not enough.

With these small beginnings ultimately the Educational Media Council and other educational agencies may effect an impact on programs for disadvantaged children and all children.

September 20, 1966

Mr. Frank Anderson
Director of Development
Encyclopedia Britannica Films, Inc.
Wilmette, Illinois

Dear Mr. Anderson:

As a result of the Princeton meeting on Project Opportunity, which John Bardwell and I were fortunate enough to attend, the Educational Media Council invited Nat Dixon to speak at its next meeting. Once again he brought along two of his teachers and the three of them succeeded in arousing considerable excitement and interest, since our study involves the use of media with the disadvantaged.

The final report and recommendations for USOE are in preparation now, and I would like to include further information about the outcomes of the Princeton meeting with the Great Cities representatives. As I understand it, in Washington money was appropriated but Title I funds were overextended so this "Opportunity" project has been placed on standby until more money is available. I would be most grateful if you could send me the facts and figures on this and other projects which are being implemented or planned for the future. We feel that a great deal can be learned from this type of project and are anxious to see the findings of research and evaluation.

What is the status of the Discovery film on Scott Montgomery School? The slides which were shown at the DAVI convention were quite good, and a film would be even more effective because it would be able to record the enthusiasm generated by both faculty and children.

I hoped to be able to talk to you in San Diego, but those were hectic days for all concerned!

I shall look forward to hearing from you and hope that I have not requested the impossible at this time.

Sincerely yours,

WST:gs

(Miss) Wenda S. Thompson
Administrative Assistant

ENCYCLOPEDIA BRITANNICA FILMS INC
425 North Michigan Avenue
Chicago, Illinois 60611

October 3, 1966

Miss Wenda S. Thompson
Administrative Assistant
Educational Media Council
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036

Dear Miss Thompson:

Nice to hear from you after all these months.

We've not moved as rapidly as we'd hoped we might in Project Opportunity. Our company has just reorganized and both staff and money have been shifted so we don't sometimes know what is happening.

Presently, we have three cities working in Project Opportunity - Buffalo, Philadelphia and Chicago. In all, there are nineteen attendance centers with about 13,000 children and 475 teachers involved. We are still trying to interest an independent research group in Opportunity.

Project Springboard in Oregon is being conducted by the State Department of Education there. Henry Ruark is coordinator of the operations and Dr. Leo Myers, Assistant Superintendent for Development, is coordinating the research. Nine schools are involved and are acquiring materials and equipment from several producers and manufacturers. I don't happen to have a spare prospectus to give you now but Henry Ruark could furnish you with one. In addition, you may wish to review Educational Screen and Audio-Visual Guide - the May, 1966, issue, I believe - for detailed information.

The thrust in Springboard is to find out (1) who are the effective change agents and mechanisms in an educational innovation and (2) what are the attitudinal and motivational changes in administrators, teachers, children and patrons as a result of media availability.

The Lincoln, Nebraska, project is one in which you'd be interested. There, the University of Nebraska team, under the direction of Wes Meierhenry, is developing a research design (probably analysis of co-variance) to measure differences in learning, particularly in language arts, between

children in a deprived school and children in a favored school when both are saturated with visual media. Wes can give you further details.

The Wisconsin Higher Education Project is not yet really off the ground. It will seek to find if the campus laboratory school can be used as an appropriate research and demonstration center for disseminating innovations and techniques. They will simply use a saturated media situation as the vehicle for project action. Dr. Patrick Monahan, Assistant Professor of Education, Wisconsin State University, Whitewater, is chairman of the research planning group.

Wenda, we've got several smaller things going and I think you need another trip to Chicago, anyway, so I'll wait until you come out to see us. Wayne Howell is working on several interesting things now, too.

The Project Discovery report will be out in late October or early November according to Sid Eboch of Ohio State. You might put the pressure of the Council on Sid so he'll hurry the report along.

The second Project Discovery film was shot at Daly City, California, and Washington, D. C. Wayne tells me it will be released in early November. We've had quite a time shortening it sufficiently. It's easy to shoot kids and shoot kids and shoot kids, you know.

Come out and see us.

Who's your new boss?

Sincerely,

/s/ Frank Anderson
/t/ Frank A. Anderson, Director
Educational Services

FAA:go

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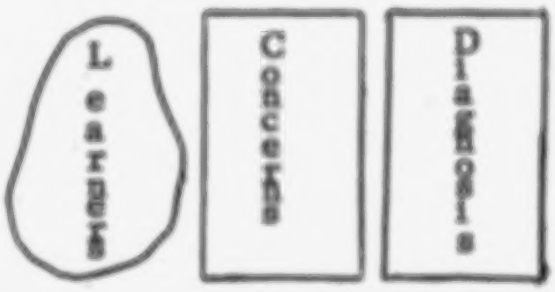
A MODEL FOR DEVELOPING RELEVANT CONTENT FOR DISADVANTAGED CHILDREN

by
Mario Fantini and Gerald Weinstein

1. Who is the learning group?

2. What cues indicate patterns of affective or emotional concerns of this group?

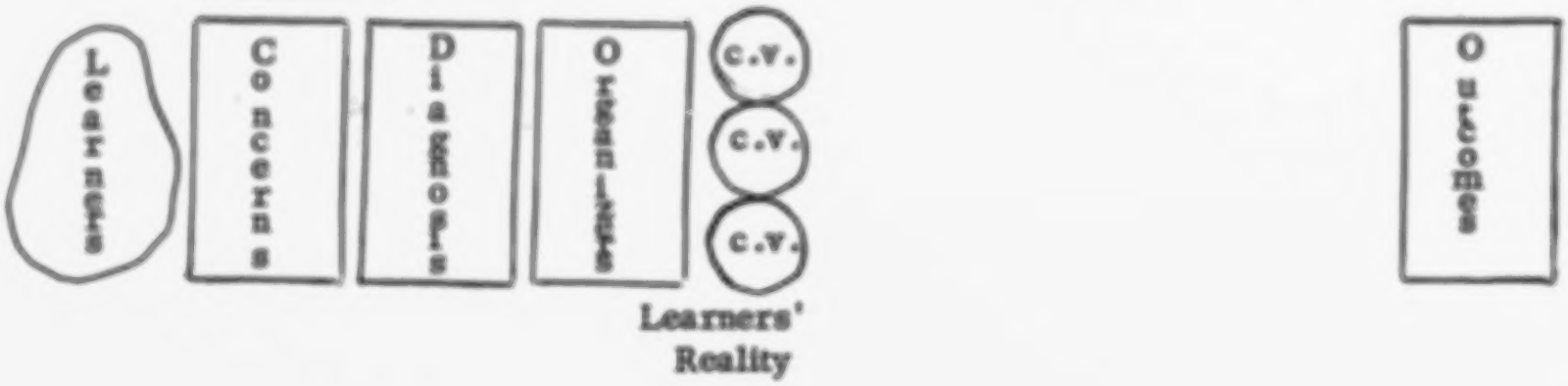
3. How and why have the distinctive manifestations of concern patterns emerged for the identified learning group?



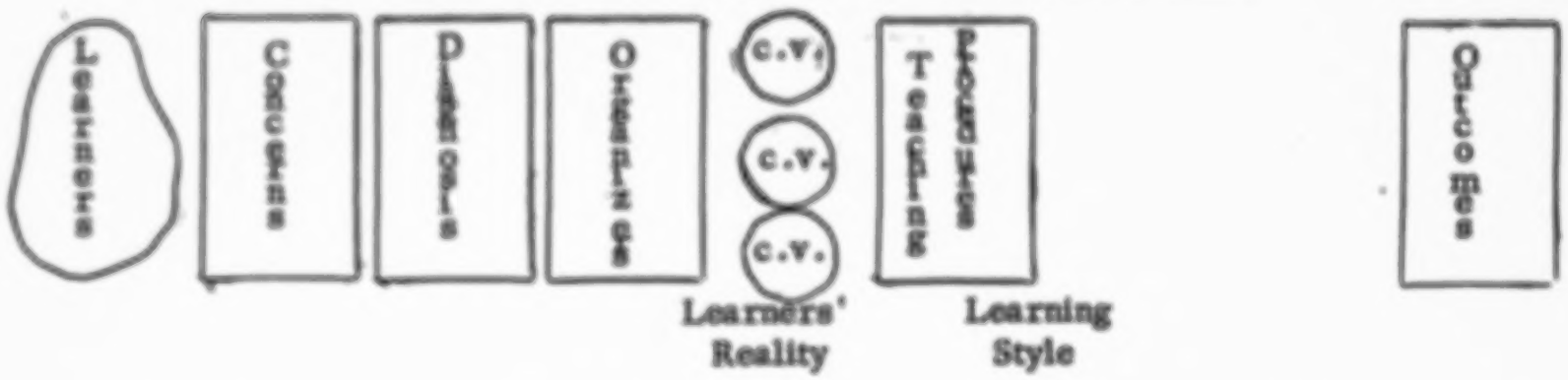
4. What would we like to see occur in the learner's behavior that would be different from what we observe now?

5. What organizers can be used to integrate the concerns, desired outcomes and the instructional program?

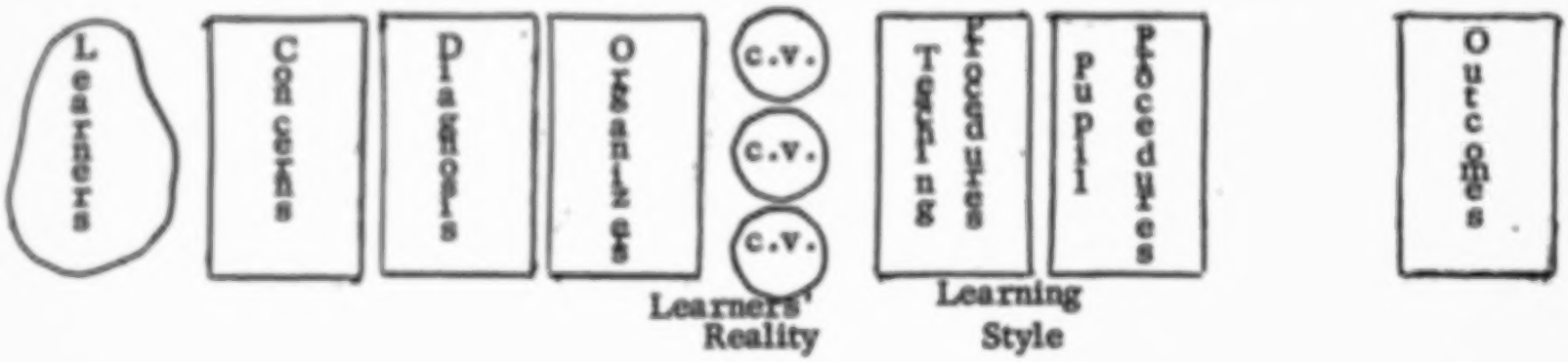
6. What content vehicles can be utilized to tap into the organizer we have established?



7. What teaching procedures, strategies, or methods are most appropriate to the learners' style and for developing the desired outcomes?



8. What procedures, ways of thinking, examining, behaving, would the learners need in order to attain the desired outcomes?



9. What skills does the learner have and/or need in order to expand his base of resources for attaining the concepts, procedures and outcomes?